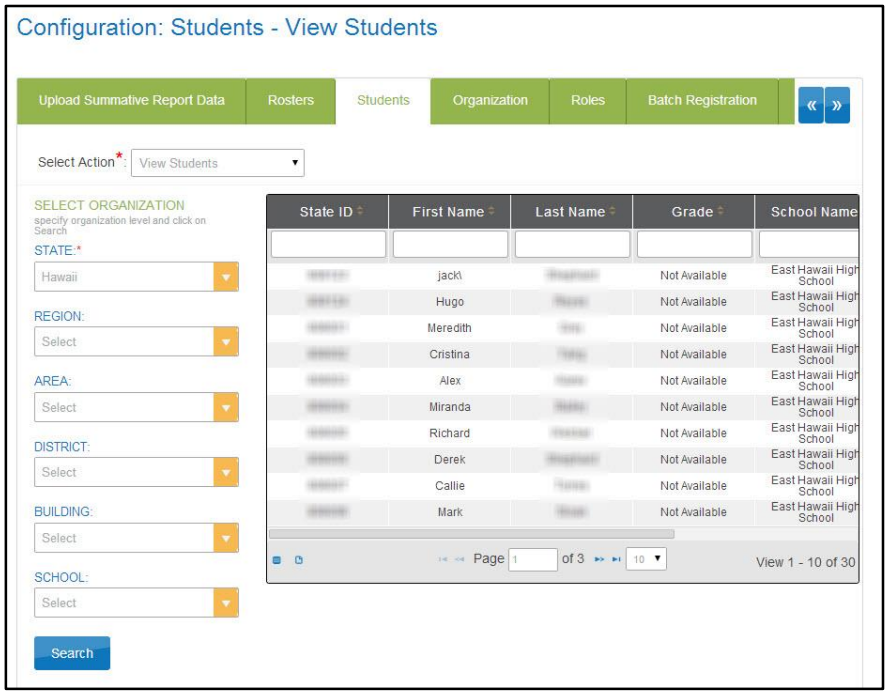
DLM Appendix

Enter Data in Access (Personal Needs & Preferences) Profile

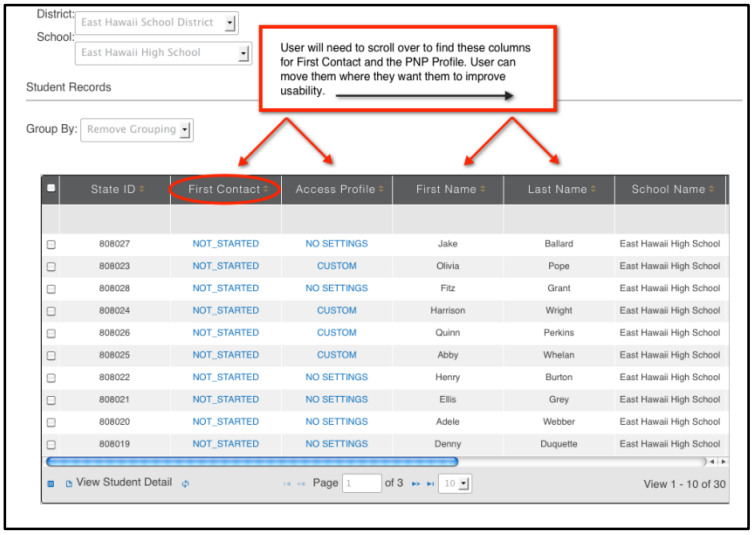
To enter data in the Access Profile, follow these steps:

1. Log into Educator Portal. Click **Configuration**.
2. Click **Students**.



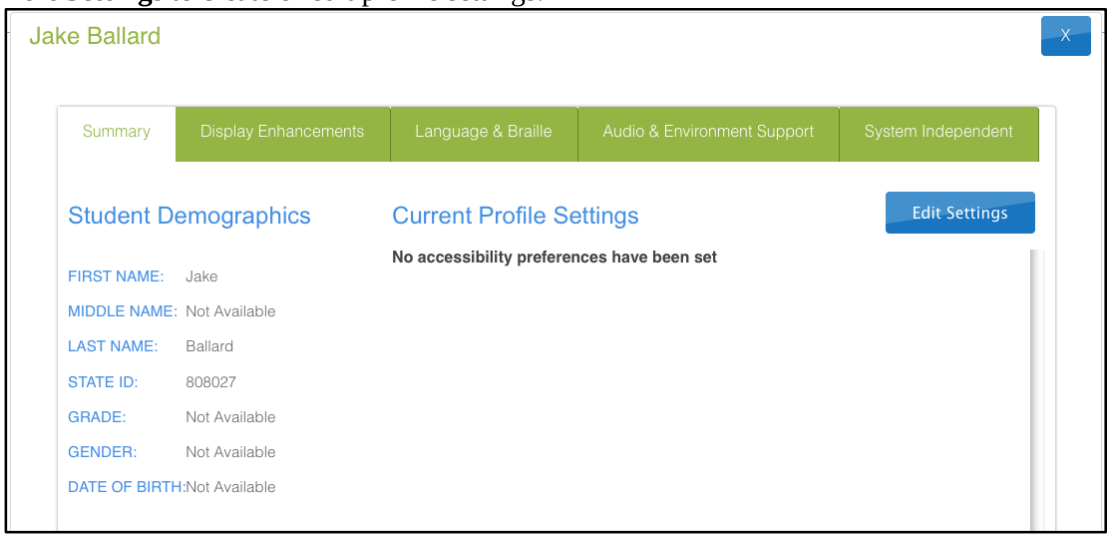
3. In the drop down menu, click **View Students.**
4. Apply filters in the **Select Organization** fields to filter the information you need. Choose the organizational level(s) of interest, then use the drop-down menus under each organization to select the appropriate name of those levels (e.g., state, region, area, district, building, and school).
5. Sort, filter, or search as needed.

Identify the applicable student record report and scroll horizontally until the student's **PNP Profile** is visible. Click the tab to be redirected to the student's **PNP or Access Profile.**



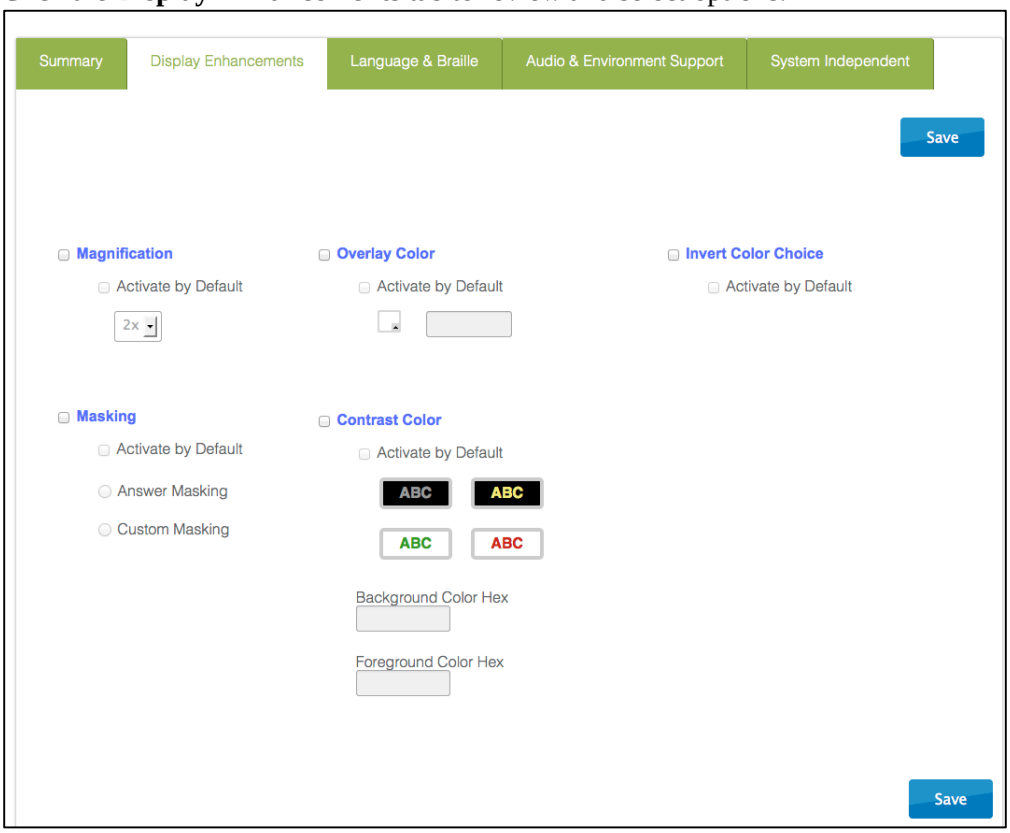
Hint: Each student has a PNP launch point in Student Records. When an educator has provided information for this profile, the field will read "Custom" to indicate that the PNP has been customized for that particular student. If the field reads, "No Settings," no information has yet been provided.

6. The next screen to appear is the student **Summary** tab of the PNP by default. Student demographics are available on the left and the current PNP profile settings are available on the right. The tabs at the top of the page break down accessibility options into three categories. Click **Edit Settings** to create or edit profile settings.



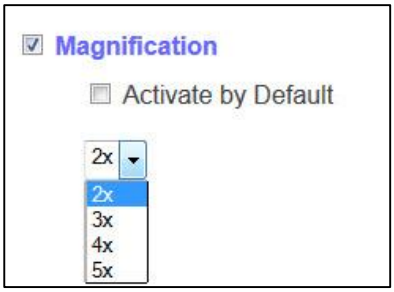
Hint: After each preference in the PNP has been saved, you will get an activation alert verifying that these settings have been saved successfully.

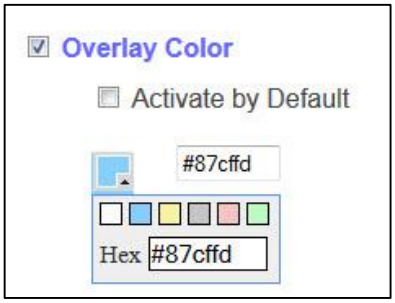
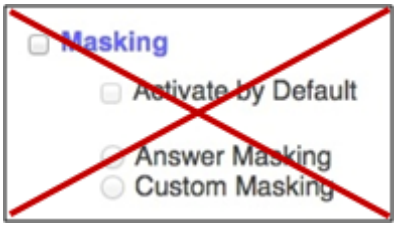
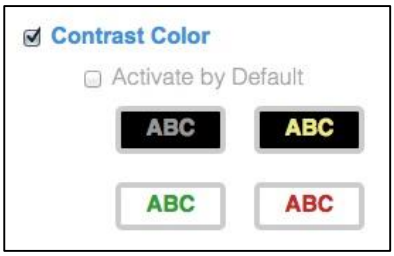
7. Click the **Display Enhancements** tab to review and select options.



*Hint: Each enhancement includes an **Activate by Default** option. If selected, all of the student's assessments will include this accessibility option by default.*

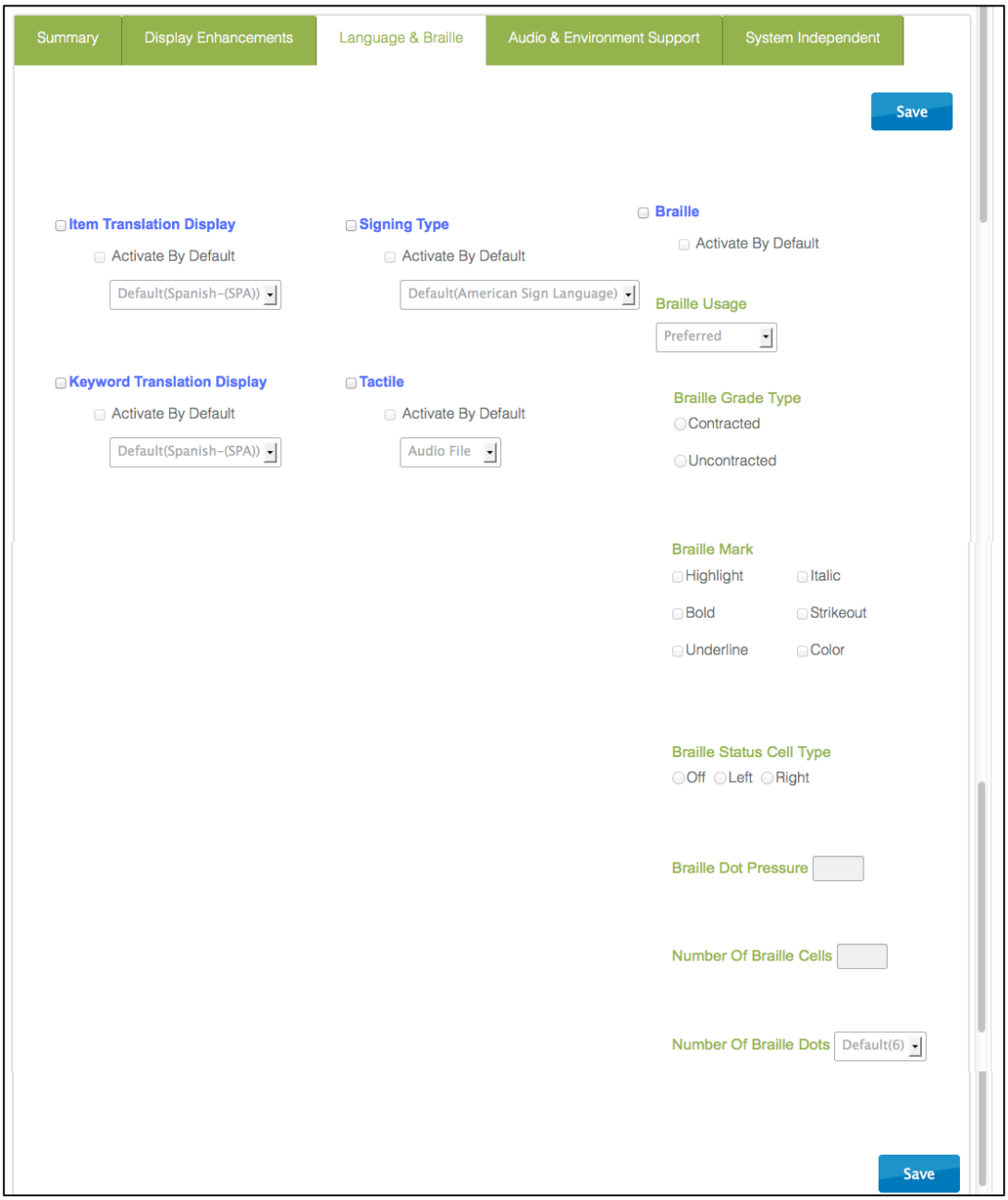
The following table describes the **Display Enhancement** options.

Display Enhancements	Definition	Screen
Magnification	Magnification allows you to choose the amount of screen magnification during testing. You can choose between a magnification of 2x, 3x, 4x, or 5x.	

Display Enhancements	Definition	Screen
Overlay Color	The overlay color is the background color of the test. The default color is white; you may select an alternate color.	
Invert Color Choice	The invert color choice will cause the test background to appear black with white lettering. Use "Contrast Color" to change the display to a different color scheme.	
Masking	Masking is not available to students taking DLM assessments.	
Contrast Color	The contrast color section allows you to choose from several background and text color schemes.	

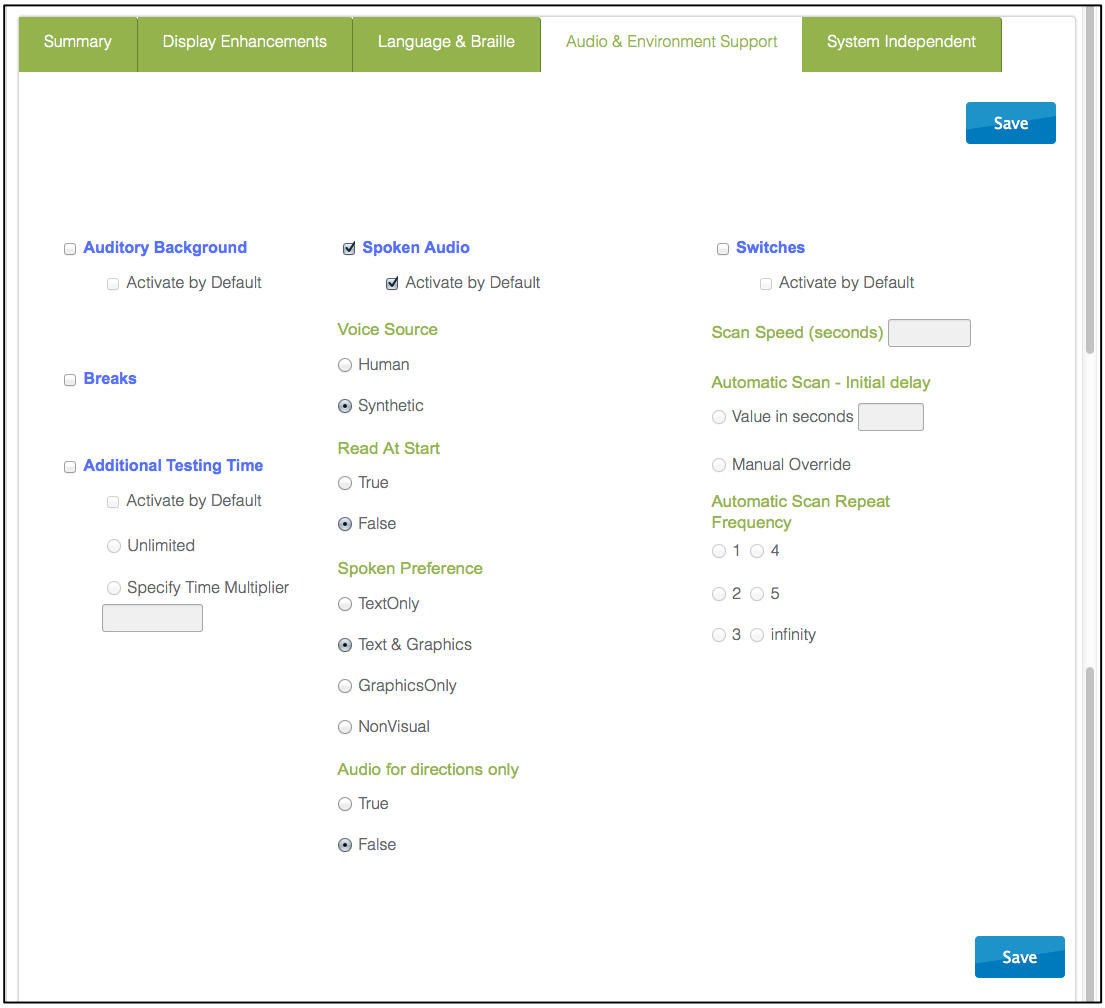
8. Click **Save** to save all information and move on to the next tab.

9. Click **Language & Braille** to review and select the support option related to and Braille. Note that uncontracted Braille will be the only option on this screen available in DLM, and it will not be available until the spring 2015 operational test.

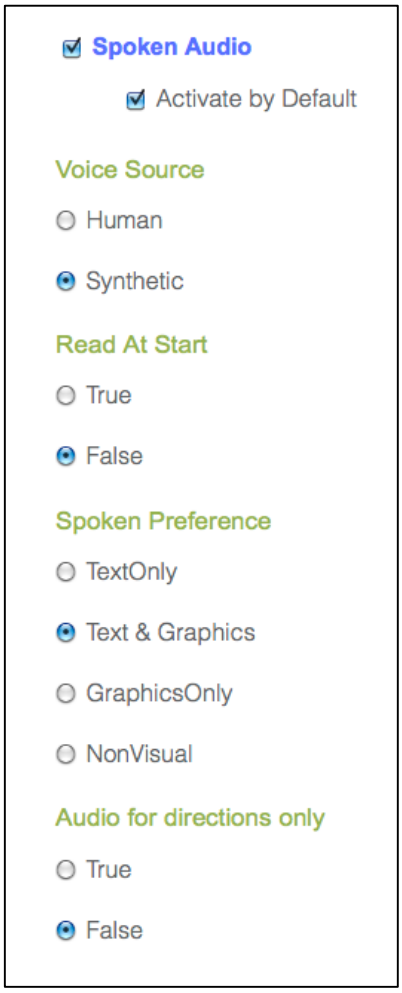


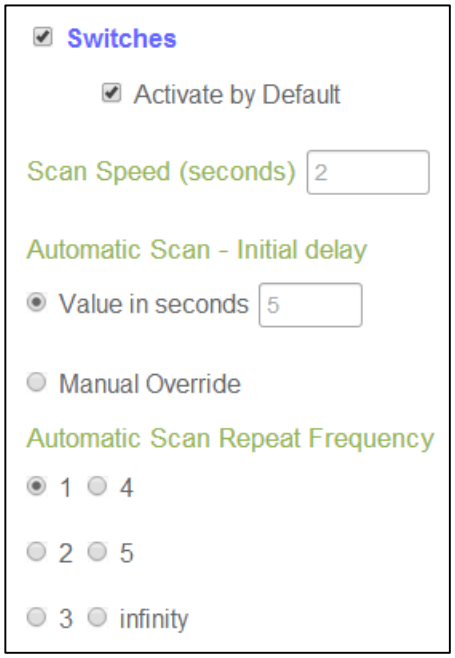
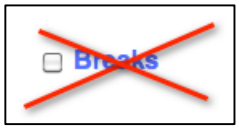
10. Click **Save**.

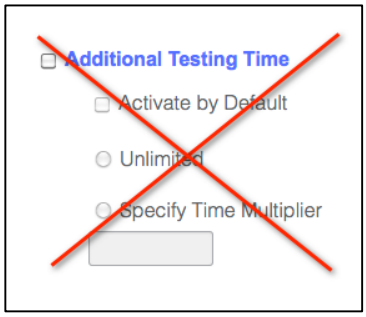
11. Click **Audio & Environment Support** to review and select support options related to read aloud and switch use.



The following table describes the **Audio & Environment Support** options.

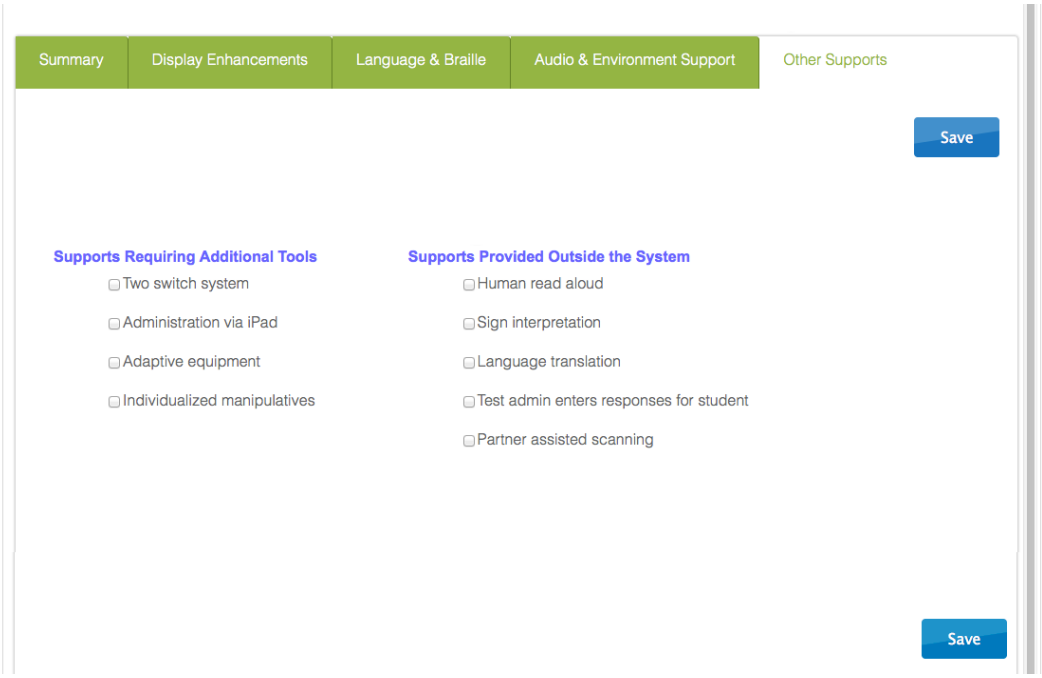
Audio & Environment Support	Definition	Screen
Auditory Background	Auditory background is not currently available in DLM.	
Spoken Audio	The graphic to the right indicates which features are currently available. For **Voice Source**, specify **Synthetic** since Human is not yet available. For **Read at Start,** specify **False** since this feature is not yet active. Using **Spoken Preference,** you can indicate which elements of a question should be read to the student. The system does not read the directions. Educators will continue to need to read the directions to the student. **Audio for directions only** is not available, please choose **False.**	

Audio & Environment Support	Definition	Screen
Switches *Single-switch system* – Scanning is activated using a switch set up to emulate *Enter* on the keyboard. *Two-switch system* - The system automatically supports two-switch step scanning.	**Note:** Single switch access should be selected for users requiring one switch automatic scanning. Two-switch access does not require any activation in PNP. Any student can use two switches set to *Tab* to move between choices and *Enter* to select. Activate by Default does not change how a switch works with the system. ■ **Scan Speed (seconds)** – The number of seconds that a particular item or row will be highlighted and available for selection before the system moves to the next item or row. The scan speed must be equal to or greater than the value entered under "Automatic Scan-Initial Delay". ■ **Automatic Scan-Initial Delay** Allows you to specify whether scanning will begin automatically when a page appears. **Value in seconds** determines how long the system waits to begin scanning items after a page appears. **Manual Override** allows you to specify that the system will wait for the test taker to select the switch to initiate the scanning on a page. ■ **Automatic Scan Repeat Frequency** – Determines how many times the system will repeat the scan cycle before stopping when a selection is not made.	
Breaks	Not relevant for DLM assessments.	

Audio & Environment Support	Definition	Screen
Additional Testing Time	Not relevant for DLM assessments.	

12. Click **Save** to save all information and move to the next tab.

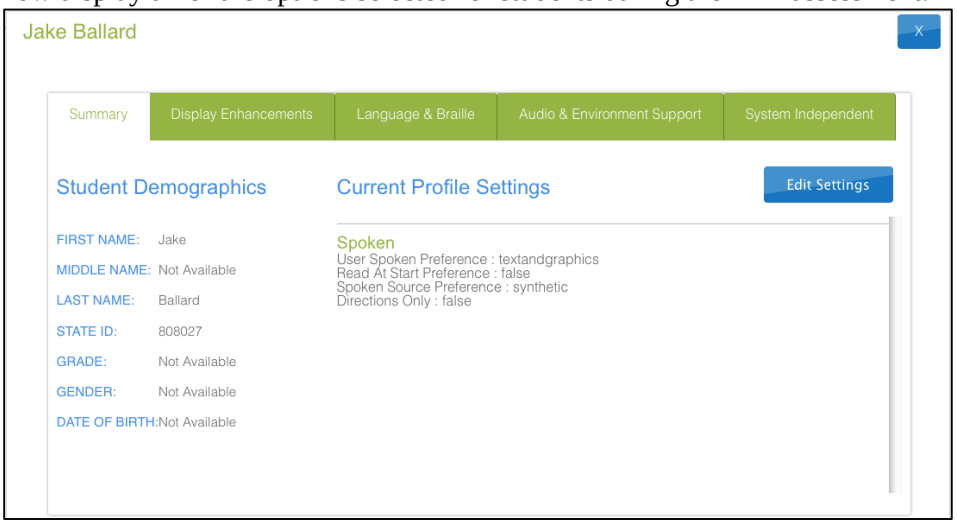
13. Click **Other Supports** to review and select other support options.



Other Supports	Definition
Supports Requiring Additional Tools	
Two switch system	Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the "Tab" key to move between choices, and the other switch set up to emulate the "Enter" key to select the choice when highlighted.
Administer via iPad	Students are able to take the assessment via an iPad. Other tablet options are not available at this time.

Other Supports	Definition
Adaptive equipment	Educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible (e.g., keyboard, mouse, touchpads).
Individualized manipulatives	Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
Supports Provided Outside the System	
Human Read Aloud	If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.
Sign Interpretation	Sign is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or personalized sign systems.
Language translation	For students who are English learners or respond best to a language other than English, test administrators may translate the text for the student. Language translations are not provided via the computer.
Test admin enters responses for student	If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.
Partner assisted scanning	PAS is a strategy in which test administrators assist students with scanning, or going through, students' answer choices. Students make indications when their desired choices are presented.

14. Click **Save**.
15. After all settings have been saved, you will be redirected to the **Summary** page**.** This page should now display all of the options selected for students during the PNP assessment.



16. To change a setting, click **Edit Settings** and return to the tabs, saving changes on each screen. Log the student out of KITE and back in for the changes to take effect.

17. Click the **X** to close the pop-up window.

References

Higher Education Opportunity Act, P.L. 110-315, § 103(a)(24) (2008)

Thompson, S.J., Morse, A.B., Sharpe, M., & Hall, S. (2005, August). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities* (2nd ed.). Washington, DC. Council of Chief State School Officers. Retrieved from http://www.osepideasthatwork.org/toolkit/accommodations_manual.asp

Thurlow, M., Ysseldyke, J., & Elliott, J. (1997). *Increasing the participation of students with disabilities in state and district assessments* (Policy Directions No. 6). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from http://education.umn.edu/NCEO/OnlinePubs/Policy6.html